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AUTHOR Coole, Walter A.; Deaver, Roberta
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ABSTRACT

This collection of papers describes the Open Classroom--an audio-tutorial learning laboratory--at Skagit Valley College (Washington). The Open Classroom was designed to facilitate student learning so that realistic goals proportional to student needs and abilities could be attained by participating in independent and student-managed studies. The program includes traditional courses, short courses, and student-initiated projects. Instruction is provided by teachers, adjunct faculty, student coaches, and visiting experts. A student may enroll for coursework at any time; each course of study should be completed within 12 weeks. Students attend scheduled conferences weekly, dropping in for assistance and informal discussion at other times. Courses in philosophy, mathematics, learning skills, professional development, and management are currently offered. Job and task descriptions for the program leadman, faculty members, student coaches, and the program secretary are included in the document. Further information includes: program briefs for the various courses, flowcharts illustrating student entry and course flow, student survey and student opinionnaire forms, procedural instruction sheets for students, a sample adjunct faculty contract, and sample student schedule forms. (Author/DC)

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THE
OPEN
CLASSROOM

BASIC OPEN CLASSROOM DOCUMENTATION

Walter A. Coole, Skagit Valley College

This collection of papers provides a complete description of an "open classroom" as it is conducted at Skagit Valley College, Mt. Vernon, Washington. The items given are addressed variously to the student, administrators, or the general reader.

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Contents:

THE OPEN CLASSROOM: a general description

OPEN CLASSROOM PEOPLE: followed by job descriptions and manuals for--leadman, teacher; sample adjuct faculty contract form; coaches manual; secretary's handbook

PROGRAM BRIEFS: philosophy, mathematics, learning skills and others

FLOWCHARTS: student entry to the open classroom program, course flow

SURVEY INSTRUMENTS: Student Survey, Student Opinionnaire

MISCELLANEOUS: initial meeting sheets, scripts, attendance sheets

Suggestions, opinions, and questions are welcome...

Walter A. Coole
Open Classroom
Skagit Valley College
Mt. Vernon, WA 98273

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THE OPEN CLASSROOM

by Roberta Deaver and Walter A. Coole

Skagit Valley College

2405 COLLEGE WAY
MOUNT VERNON, WASHINGTON 98273

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The Open Classroom of Skagit Valley College is developed to facilitate your learning so that you may attain realistic goals proportional with your needs and abilities by enabling you to participate in independent and student-managed studies. Our program includes traditional courses of study, short courses, and student-initiated projects. Instruction by teachers, adjunct faculty, coaches, and visiting experts are available to assist you.

You can enroll for coursework in the Open Classroom at any time; if you enroll at the beginning of a term, you are expected to complete your course of study by the end of that term. If enrolling at other times, you are given twelve (12) instructional weeks--exclusive of vacation periods--to complete your course.

The main campus Open Classroom facilities are located in a suite of rooms at the north end of Angst Hall. They are open during normal daytime hours and several evenings in the week, both winter and summer.

When you attend your first Open Classroom meeting, the instructor or coach will help you schedule your work, including conference hours. Open Classroom Students attend scheduled conferences weekly, dropping in for assistance and informal discussion at other times.

A broad range of subjects are offered in the Open Classroom: philosophy, mathematics, and learning skills. For advanced work, we offer professional development programs in education and management. Other programs are continually being developed.

GENERAL STATEMENT OF POLICY FOR THE EDUCATIONAL PROGRAM IN COMMUNITY COLLEGE DISTRICT NO. 4*

Introduction

The *senior goal* of Community College District No. 4 is to facilitate students' learning (1) so that they can attain realistic goals commensurate with their needs and abilities (2) insofar as the public is willing to support the effort.

The *primary means* for achieving this goal is the District's educational program; all other functions of the District are justified insofar as they support learning.

The *purpose of learning* is to achieve self-realization and self-support with self-respect.

General Statement of Policy

While the result of some learning is intangible, most learning is indicated by a change in the behavior of the learner. Some changes represent new departures for the student; others are simply further refinements and developments of skills, viewpoint, and knowledge.

Within each segment of the student's program of studies, he should progress toward one or more of the following accomplishments:

1. being able to define and solve *problems* on the basis of relevant facts and plausible alternatives. The student should be aware of the relationship between his solutions and social customs;
2. identifying a *pattern of living* he prefers and a means of achieving it;
3. achieving occupational and professional proficiency—
   a. for some students, the completion of their study should provide for securing and maintaining employment. The student should also be prepared to participate in upgrading and retaining to maintain his employability;
   b. for others, the completion of their study should provide satisfactory progress toward goals which may require further training at senior institutions or specialized technical schools;
4. maintaining and improving mental and physical *health*. The student might also identify one or more recreational activity which he can practice throughout his life;
5. interacting with *other people* intellectually, socially, and physically. The student's education should insure that he has requisite communication skills and knowledge to participate in society;
6. accepting *responsibility* for himself: for the pursuit of his own interest and welfare without undue dependence on others; for his actions and inactions and for their effects on other people; and for his obligations to other people.
7. it is desirable that a student be aquainted with his *heritage*. This body of knowledge includes the sciences as well as the humanistic disciplines. The student should:
   a. show evidence that he has *organized* his learning in a pattern consistent with his educational objectives;
   b. *relate* his learning to the conduct of his life;
   c. *respond* knowingly to elements of his heritage;
   d. *seek* out *further learning*;
   e. participate actively in the *development* of his culture.

The "Open Door Policy"

Students should enter appropriate curricula, converging upon the general goals stated above:

1. according to their expressed desires and needs;
2. with consideration of their demonstrated mastery of learning skills identified as necessary for success in the program(s);
3. at a level consistent with the student's mastery of the instructional or developmental objectives of the program.

*Washington Community College District No. 4: *Policy Manual*.

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OPEN CLASSROOM
PEOPLE

THE OPEN CLASSROOM'S MOST IMPORTANT ACTIVITY IS LEARNING--THEREFORE, YOU, THE STUDENT, ARE THE CENTRAL FIGURE IN THIS PROGRAM. TO ASSIST YOU IN YOUR ACTIVITIES, THE FOLLOWING PEOPLE ARE AVAILABLE.

Program Leadman: responsible for overall operations

Program Manager: assists leadman

Faculty: professional teachers

Interns: Beginning teachers

Adjunct faculty: qualified community volunteers

Secretary

Student coaches

Student Group Leaders

H

2.1

JOB ANALYSIS

Analyst: Walter A. Coole and Roberta M. Deaver

Job title: OPEN CLASSROOM LEADMAN

Responsibility to: Science Division Chairman % Importance 10

General description: Because of the model size of an open classroom in comparison academic "departments", the program's leadman is a part-time manager in addition to being an instructor. The leadman initiates cooperative group action to see that managerial decisions are made and executed. Most decisions are made by the students and teachers affected.

When other open-classroom support work (eg. secretarial and managerial) has no one else to serve, the leadman fills those positions.

Relation to institutional objectives: In addition to internal decision-making, the leadman acts as spokesman in external matters. In an institution where learning must compete with other considerations, he must speak and act with some vigor to defend education from administration.

2.1

TASK LIST

No.	Name of Task	X Ref.	Importance	Req. Comp.	Lng. Diff.	Sat.
1.	Planning		2	1	1	
2.	Coordination		2	2	2	
3.	Supervision		1	2	1	
4.	Evaluation		2	2	2	

BIBLIOGRAPHY.

Blitz, Barbara: The Open Classroom. (New York: Allyn & Bacon, Inc. 1972).

Kazmier: Principles of Management, A Program for Self-Instruction. (New York: McGraw-Hill Book Co. 2nd Ed. 1969).

QUALIFICATION ACCOUNT

Task learning completed: _____

Supervisor or instructor to recommend with regard to this job:

Name _____ Address _____

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JOB ANALYSIS

Analyst: Walter A. Coole and Roberta M. Deaver

Job title: OPEN CLASSROOM TEACHER

Responsibility to: Open Classroom Leadman % Importance 65

General description: The Open Classroom Teacher manages students' learning, seeking opportunities to derive learning activities from resources available.

In contrast to a conventional college lecturer, he/she seldom uses the lecture method, spending time, rather in two kinds of tasks: student-related and material-related.

Typically, an open classroom teacher must have command of a broader scope of subject-matter than a lecturer who specializes in relatively narrow fields of study. An open classroom teacher is an expert in learning, using this skill not only to guide others' learning, but to extend his competence as the "market" for ideas evolves within the open classroom context.

Quantitative: In standard courses, 90% of the students who meet pre-entry standards should complete their course of study with mimimum acceptable competence in the normal time allocated.

Qualitative: Students completing their course of study should rate an open classroom teacher as fulfilling all job components above minimum acceptable standards.

Relation to institutional objectives: The teacher is the second most important figure in the learning process. Among the institution's professional staff, the teacher's work is most directly related to the educational goals and objectives: the teacher is the main professional concerned with the carrying out of institutional policy.

TASK LIST

No.	Name of Task	Importance	Req. Comp.	Lng. Diff	Sat.
	Tutorial tasks				
1.	Determining student objectives	2	2	2	
2.	Prescribing courses of study	2	2	2	
3.	Coaching students	2	2	2	
4.	Instructional evaluation	2	2	2	
	Curricular tasks				
5.	Identifying course objectives	2	2	2	
6.	Constructing testing devices	2	2	2	
7.	Devising learning procedures	2	2	2	
8.	Developing study materials	2	2	2	

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Blitz, Barbara: The Open Classroom. (New York: Allyn & Bacon, Inc. 1972).

Block, James H.: "Teachers, Teaching, and Mastery Learning." (Today's Education, Nov.-Dec. 1973. pp. 30-36).

QUALIFICATION ACCOUNT

Task learning completed: _____

Supervisor or instructor to recommend with regard to this job:

Name _____ Address _____

OPEN CLASSROOM

SAMPLE ADJUNCT FACULTY CONTRACT Form.
by Walter A. Coole, Skagit Valley College

(date)

I. The PURPOSE of this agreement will be to establish general terms under which John L. Socrates, hereinafter called Socrates, shall provide voluntary contributions to the Open Classroom Program of Prytaneum Community College, hereinafter called the College, under the sponsorship of Walter C. Protagoras, hereinafter called Protagoras.

II. Socrates shall hold the title of "Adjunct Faculty" and shall have the following privileges:

a. faculty identification card
b. staff parking facilities
c. faculty library card
d. access to the staff lounge facilities
e. technical advice of various staff specialists in the prosecution of services to the College
f. admission to social and informal business activities of the faculty
g. monthly review and authentication of documented expenditures of money in pursuit of services for tax purposes

III. It is hereby expressly agreed that Socrates shall be called upon to undertake no activities which he indicates are not intrinsically rewarding within his own current tastes and that any project undertaken may be abandoned for Protagoras to complete or liquidate if it is subsequently found by Socrates to be onerous. All projects and specific activities shall be mutually negotiated by Socrates and Protagoras in advance, and subsequently, in their prosecution, Socrates shall be acting as Protagoras's agent. All formal requests for support of service activities shall be addressed to officials of the College through Protagoras; including, specifically, requests for funds, materials, equipment, and facilities not available immediately in the Open Classroom.

IV. Socrates's services shall include at various times, some or all of the following:

a. Conduct of discussions and seminars of the subject matter of Protagoras's instructional, community-service, and student-advisory assignments for the purpose of enabling the attainment of personal and educational goals; said activities shall be conducted at times and places normal to Protagoras's performance of similar activities;

b. Preparation of instructional devices, eg. learning activity packages, said devices to be the sole property of Socrates, except that the College shall retain one master copy of such devices and the right to reproduce and use such devices in its local programs;

c. Presentation of lectures and demonstrations on topics of interest to students, faculty, and citizens of the community;

d. Attendance at philosophic, mathematical, or pedagogic events, including: conferences, conventions, meetings, colloquia, seminars, lectures, symposia, workshops and retreats--and reporting and/or recording such procedings for the College;

e. Review of the library corpus to assist Protagoras in the maintenance of adequate library holdings and keeping abreast of current disciplinary developments;

f. Study of philosophic, social, mathematical, and pedagogic topics of significance through:

research of literature
empirical study and analysis
writing and publication

all proprietary rights resulting, remaining Socrates's;

g. criticizing Protagoras's performance of contracted duties;

h. other projects and activities mutually agreed upon by Socrates and Protagoras which may contribute to the College's mission.

V. In the prosecution of the above mentioned activities, Socrates's convenience shall dictate all consideration of time.

VI. Academic training undertaken by Socrates at Protagoras's written recommendation which would enhance Socrates's ability to contribute to the College's program shall be considered as service to the College and the expenses pertaining thereto, incurred in the prosecution of such education shall be considered as a monetary contribution to the College.

VII. Current and subsequently effective College policy regarding academic freedom and responsibility of both faculty and students shall apply to Socratese as if he were a member of the teaching staff; it shall be understood that his expressions of opinion and value shall be independent of Protagoras's.

VIII. Protagoras shall systematically seek to obtain the following kinds of support for Socrates's activities listed above, whenever available through established College channels:

a. clerical
b. graphics and audio-recording
c. reproduction and distribution

d. equipment, material, and facilities
e. liason and publicity
f. transportation
g. research

IX. This agreement shall continue in effect until terminated by either of the signatories or by direction of the College Board of Trustees or its agent.

Walter C. Protagoras

John L. Socrates

Prytaneum Community College
Adjunct Faculty Monthly Report

Name _____
Dates from _____ to _____ 19____

Date	Service Description	# Hours	On campus	Mileage	Other expenses (attach receipts)
Totals					

Validated

_____
(Name) (Title)

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OPEN CLASSROOM COACHES

Job Description. Open Classroom Coaches assist others in their learning by doing the following:

coaching other students in their program
assisting Open Classroom students as they can
helping out with routine chores
setting an example of good scholarship

Upon satisfactory completion of their term and passing the basic course requirements, they recieve a grade of "A" for their course work. Coaches may have free coffee and tea for themselves (only) any time they're in the Open Classroom.

Time Requirements. To calculate the number of hours required of a coach, multiply the number of Open Classroom credits being taken by 11.

--During regular session, this means one hour per week for each credit

--During summer session, two hours a week

--Between terms, special arrangements of scheduling are negotiable

Your coaching time must be scheduled with the instructor and posted. One of your hours of weekly service may include your own scheduled conference periods.

To learn the job, read this manual through. On the last page, there's a final list of beginning tasks. You are not expected to memorize the content of this manual. When you first begin, start your coaching hours by reviewing what you're supposed to do; you may also want to look up specific procedures from time to time.

REPEAT THE FAMILIARIZATION PROCESS ON YOUR OWN--ALL FOUR STEPS.

ROUTINE CHORES.

1. Cleanup. Please see that all ashtrays are emptied and returned to storage; litter cleared from tables. You should ask other students to clear their litter and ashtrays. Chairs should be in place or stacked at the side of the room, not scattered.

2. Security. Help control ripping off; turn out unnecessary lights; check the sink for dripping wather. If you're the last one out in the afternoon the instructor trip the lock on the door--when you close the door, it will be locked.

TO REPORT A FIRE OR EMERGENCY, DIAL "0" AND TELL THE MAIN-OFFICE OPERATOR.

3. Telephone. Answer incoming calls: "This is the Open Classroom..." and then give your name. Take messages on the pad provided.

Students and visitors may use the phone for local calls. For off-campus numbers, dial "9" and then the number desired. The phone book is stored

on the shelf under the telephone.

The instructor's home phone is: 757-0454. When the instructor is at home, students who need to should feel welcome to call.

4. Visitors. Greet visitors and answer questions as you can. Use some discrimination--offer coffee or tea if you think it appropriate.

The instructor is supposed to leave notice of where he's going and when he'll be back on his locator. If he leaves while you're around, nag him about fixing the locator--he forgets.

5. Coffee and tea. Keep that mess cleaned up! Teabags and other junk go in the large trash can.

Unplug the pot before pouring. DON'T LEAVE IT BOILING UNNECESSARILY.

Students are welcome to bring lunch and drinks--but are supposed to clean up after themselves.

Your instructor has to pay for the coffee, tea, sugar, etc. out of his own pocket. Coaches, faculty, and VIP's are welcome to partake, but the instructor would go broke treating students routinely.

The offer of a cup of coffee or tea, however, helps break the ice with new students when they come in after the beginning of the term.

OPEN CLASSROOM STUDENTS--IN GENERAL

Initiating new students. If a student wants to begin a course and seems to know what he wants, he's welcome to--

--begin any course he's registered for at any time during the term

--start new courses a week or so before the end of a term if he's going to take it the next term

Otherwise, he should see the instructor before starting.

To start the student off, pull the "Initial Meeting Kit" and an Initial Meeting Sheet for the course of study. There's a different sheet for most courses. Take the student to room A-52 and show him how to use the recorder. Explain that it is important to see the instructor as soon as possible.

When the student has finished the "Initial Meeting Kit", return all materials to storage and check in A-52: the player should be unplugged, the light out, and the door closed, but not locked.

Students entering the Oleanna Math Program at the lower levels who are not sure about the course to choose--help them use the Student Decision Placement Test.

A new student, once he's completed the Initial Meeting, should be told that he's to complete the remaining familiarization kits on his own in the Open Classroom suite:

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Greenlap #8
A Tour of the Open Classroom
People of the Open Classroom

New students should be assured that the Open Classroom is a place where they're welcome; that they and their learning process is the center of attention; and that although it's a different situation, it's deliberately structured for them to win.

Any new student should be scheduled for an appointment with the instructor as soon as possible--let him see you using the appointment sheets! Make sure that names are written in for a definite time.

Recently-entered students. At the beginning of each term, students new to the Open Classroom are required to attend a series of Familiarization Conferences. Here are the topics and the materials used...

Topic	Materials
Protocols of Bourbaki	Greenlap #8, overhead projector and transparency, cassette player
A Tour of the Open Classroom	Red kit: "Tour", cassette player
Open Classroom People	Blue kit: Open Classroom People, handout

You may be asked to present a familiarization conference, using the materials provided.

For students entering at other than the beginning of the term, this familiarization process is to be done individually, and on the student's own iniative. It is not necessary for an instructor or coach to be around to locate the materials and/or recorder. Be sure that each new student knows:

1. that he's to complete the familiarization process on his own
2. where the materials are
3. where the player is
4. that the stuff is to be put back when it's completed
5. that he's to ask about anything he doesn't understand
6. that he's responsible for knowing the material and acting accordingly without continually nagging

General coaching. This section, especially, should be consulted as you work with students. We'll present it in terms of situations and your best response. You should apply your own judgement to the situation.

SITUATION: The student...	RESPONSE:
arrives without materials	tell the student to get them and return when he has the proper working materials

is confused about sign-in sheets	tell the student to select a conference period which schedule allows and to sign up; be sure he does it right--stand beside him while he does it; he should know that he's to sign in every week and be prepared to stay the whole period (2 absences = drop with no furthur notice!)
wants to be excused from a conference period	send him to the counseling office with instructions to have the counselor send the instructor a note
has a complaint or suggestion	show him the GRIPE BOOK; have him write down his complaint--he may sign it or not as he desires; tell him that something will be done about the problem within one week and that a written response will be given on the same page
wants to be a coach	have him read the coaching book and answer questions; he should make a written appointment with the instructor
doesn't know where to buy textbooks and/or required materials	send him to the bookstore, explaining its location
appears to have difficulty reading and/or following directions	send him to the Learning Materials Center (L-64), regardless of whether it's because he can't or won't
can't find recorded materials	explain to him where the Audiolab is--south wing of the Library
has financial difficulties	refer to the Financial Aids Officer in the Counseling Office (we don't lend texts)
wants to make an "A"	Oleanna Math Program: Smorgasbord Philosophy: see syllabus Tiger Learning Skills: to see the instructor at the next conference

Setting up a schedule of completion. Students are all given instructions at the beginning of their syllabus, to set up a series of target dates, unit-by-unit, and to stick to that schedule. This policy must be enforced with a hard-nosed attitude.

Students beginning a course within a week of the beginning of a term are to use posted schedules; students beginning after the first of the term have 11 instructional weeks from that time to complete--obviously, their schedule will bridge the holidays between terms. Use the calendar over the instructor's desk to help them establish their schedules according to instructions in the syllabus.

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You will frequently be asked "What if I can't keep up." You should warn the student that this is not a situation in which the student is allowed to work when he damn well pleases. If he is caught with a lag of as much as two weeks, he'll be dropped on the spot -- WITH NO NOTICE GIVEN.

Students who prove to be slow in learning a subject should compensate by spending more time on the course. Hard cases should not be argued with--send them to the Counseling Office before the instructor gets wind of it.

Syllabus work. The expected way through a course of study is to track oneself through the course syllabus. This means that when a student is discussing "where he is in a course", he should be able to open the syllabus and, with his finger, indicate a line or paragraph and say: "I'm right there."

WHEN YOUR STUDENT IS VAGUE ABOUT HIS PROBLEM, ASK HIM TO PRODUCE HIS SYLLABUS AND POINT TO THE CURRENT WORK. IF HE CAN'T DO THAT, TELL HIM TO BEGIN READING THE FIRST OF THE SYLLABUS AND MARKING THE ITEMS HE'S COMPLETED; HE SHOULD ASK YOU QUESTIONS AS HE GOES. IF THE STUDENT IS HAVING READING DIFFICULTY, SEND HIM TO THE LEARNING MATERIALS CENTER (L-64).

If the syllabus calls for assignments and objectives to be checked off, scan the preceding few pages. If the check-marks aren't there, ask the student to write them in. Quiz him on a few to see how clear he is on them.

Students in your own program. Whether the student is ahead of you or behind, you should be able to rehearse him in his application of the "Protocols of Bourbaki." When students ask you for help, you may find it useful to ask the student to report his present situation in that style. Ask the student to prepare a "Protocol" recitation and give him about 5 minutes to get ready.

REFER ALL CASES YOU CAN'T HANDLE OR ARE UNSURE OF TO THE INSTRUCTOR. IF THE INSTRUCTOR ISN'T IN SIGHT, SET UP AN APPOINTMENT BY USING THE SIGN-UP SHEETS--LET THE STUDENT DO THE WORK SIGNING UP.

Oleanna Math Program

TUTORING IN THE OLEANNA MATH PROGRAM

OLEANNA MATH PROGRAM COACHES ARE KNOWN AS NIECES/NEPHEWS OF UNCLE THORBALD.

You are expected to tutor students specifically in any subject you have mastered. For instance, if your current course is Intermediate Algebra (your first Oleanna Math Program course) and the student is in Basic Algebra, you should be able to help him with his mathematical problems.

Standard technique. When a student has a question, your best approach is this sequence:

a. Ask the student to show you a frame in the text where he's having trouble or, if the issue is a test item, to write out the problem as it was presented to him.

b. Before solving the problem yourself, try to find **out** what the student doesn't know that is causing him to get hung up. When that's determined, locate a passage in the text that explains the matter, using the index or contents. Get the student to read the passage out loud and to explain to you what it means--don't accept vague reactions. This approach is a bit tedious, but trains the student to bail himself out in subsequent cases and helps him become more independent.

c. To test the coaching session, have the student work out the problem while you stand by.

Calculating aids. In the Oleanna Math Program, there are a number of computational aids. Students are welcome to use any of these in the Open Classroom suite--but musn't take them out.

You should familiarize yourself with their operation -- if all else fails, read the instructions. Be prepared to help other students in their use.

Visiting faculty and administrators may ask you to help them work problems, using the equipment. That's part of your job.

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TUTORING IN ETHICS AND THE
INTRODUCTION TO PHILOSOPHY

AS A PHILOSOPHY COACH, YOU ARE KNOWN AS A "HUSSAR OF BOURBAKI"

You are expected to tutor in any philosophy course you have completed, as well as your current course.

Frequently, students in philosophy encounter problems that are rather vague in nature. This is not entirely because the subject is general and abstract, but rather, because students have little previous exposure to the subject--thus, <u>their view of philosophy is vague</u>.

When the problem is ill-defined or mis-defined...

a. use the "Protocol's of Bourbake" to organize the investigation--give the student a few minutes to prepare his "Protocol" recitation.

b. refer to Runes, the English dictionary, and other references in the philosophy cabinet to determine the meaning of conceptual words--this tends to <u>help</u> clarify issues, and thus, discussion.

c. encourage the student to talk in positive terms and issues to be investigated--perhaps you can refer this to a member of the Adjunct Faculty if present.

d. at the end of the coversation, summarize what was accomplished by the student--if he isn't satisfied, refer the problem to the instructor by repeating the summary to the instructor; if he's absent, have the student write the summary out and make an appointment with a definite time to return in the student's mind.

SETTING AN EXAMPLE

Talk about your studies. Always be prepared to talk about what you're doing in your own coursework and why it's important for you. For this, you'll find the "Protocols of Bourbaki" a useful outline. Frequent rehearsal of this recitation will lead you to using it naturally and ingeniously.

Find reasons to be enthusiastic about your work. Hints:

1. "The other day, while working downtown, I did ....., which I learned the week before in my course, ..."

2. "I like Open Classroom study because....."

3. "Coaching is a lot of fun. I like helping students to ...."

4. "Although I don't have exceptional talent for ...., I've been able to accelerate my progress through the ..... program. I'll be able to finish the .... before I graduate."

5. "I enjoy my contact with Adjunct Faculty members. Their experience and knowledge are things I couldn't get with a regular instructor."

6. "It's much more satisfactory, working with course materials, like those in ..... I have few rough spots, and those that I do encounter are easily disposed of by a fellow coach or by the instructor."

Turning other students on. You should pursue other students' interests actively.

1. See if there are ways you and others of the "Open Classroom In-group" can help fellow-students outside the "defined limits" of the course work. Projects you can't undetake can be referred.

2. Find out what students like about the Open Classroom. Encourage them to write compliments in the Gripe Book. These, too, will be responded to within a week.

3. If you or your students can think of other coursework or even fragments that might well be installed in the Open Classroom, please jot down your proposal, along with suggested texts--preferably programmed. We're always open to new Adjunct Faculty--if you know of a former teacher, philosopher, manager, or mathematician who'd like to come in and play around, tell the instructor.

4. Can you suggest special events we could put on? EG. Scandinavian holidays, birthdays of great men to be celebrated by a biographical lecture, special seminars.

5. If, in your coffee-shop hours, you encounter a student who could profit by Open Classroom experience, tell him what's available and BRING him to see the instructor.

6. Help Open Classroom students to smile.

FINAL STEPS IN BECOMING A COACH

1. Following this sheet, you'll find coaching contract forms. Negotiate a contract with the instructor, including term of tenure and scheduled hours.

2. Usine GREASE PENCIL, not marking pen, write your coaching hours on the plastic-coated sheet posted on the appropriate bulletin board.

3. In the storage area, you'll find a box with materials for making up a coaching badge. Make one up for yourself. This badge is to be worn when you're in the Open Classroom to identify yourself to students. Please return it when you complete your tenure--or if you have to leave before you are completed.

4. Remember that when your term of tenure is completed, it is your responsibility to close the term by interviewing the instructor.

YOUR INSTRUCTOR APPRECIATES YOUR HELP. HE HOPES YOU ENJOY YOUR TERM OF TENURE. STUDENTS WILL APPRECIATE YOUR HELP, TOO.

Oleanna Math Program

Tiger Learning Skills

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SECRETARY'S CHECKLIST

Receptionist
- Telephone
- Drop-in's
- Tests
- Appointments

Cleanup
- Sink
- Ashtrays
- Furniture

Desk Jobs

"File" Box

Weekly Tasks
- Monday-Tuesday: Bulletin Boards
- Wednesday: Test Scoring
- Thursday-Friday: Appointment Sheets

"Work" Box

OVERVIEW OF THE JOB. As the Secretary of the Open Classroom, your job is to help the Teacher(s) and others by doing as much of the routine clerical work as time available permits. In general, you are required to spend one hour per day of the job; there will probably be work left to do when you've finished.

GETTING STARTED. Do the following in the order listed:

1. Get all paperwork done with the Financial Aids officer in the Counseling Office
2. If you are not enrolled in an Open Classroom course, work your way through the following two orientation kits:

   Tour of the Open Classroom
   Open Classroom People

3. Ask for keys: (a) for your desk (b) the "utility key". A key to the Open Classroom suite (A-51, A-52, A-53) will be available in the main office to get in if you need it; make sure your name is on the tag.
4. Read your way all the way through this handbook; it is to be kept on top of your desk.
5. Post your hours on the side of your file cabinet.

At the earliest free time, read through *The SVC Open Classroom* located in the bookshelf in the NE corner of the room.

DAILY ROUTINE.

Reception.

--Telephone. Answer calls "Open Classroom, _____speaking." Take messages and leave on desk. For others, see boxes on file cabinet. Activist groups who locate around the Open Classroom pick up messages on the desk in A-52. You'll see detailed instructions on all the elegant tricks you can pull with the phone posted on the board above the phone.

--People who drop in may want to know where the instructor is. Point their attention to the file cabinet locator. When the instructor leaves, yell at him to fix his locator if he doesn't.

--You are authorized to give students their test booklets if you're sure you have the right ones. Generally, they should use the quieter areas for their tests and return them to the instructor's desk when completed.

--Help visitors with the appointment-sheets if they wish to fix a time to meet with the instructor. Any untaken time is up for grabs.

Cleanup.

Keeping up the appearance of cleanliness and order is a continual chore for everyone. Ask students to help when you think appropriate.

Your first daily routine activities should include the following...

--Straightening up, and occasionally scrubbing up, the sink, cups, etc.
--Emptying unused ashtrays and returning them to the shelf next to the sink. Yell at smokers who leave the room without doing this.
--And the furniture. Clear litter from tables. Stack surplus chairs at the edge of the room and push the remaining chairs under the tables.

And, in general, do what you can to "neaten up" the place.

Now, Attack Your Desk.

If there's something special or urgent to be done, the work will be piled on your desk. If instructions aren't clear or the thing to be done isn't obvious, ask about it. If your desk is clear, turn to less pressing work.

"File" Box

ADVISEE RECORDS are kept in a notebook in the locked section of the lower left-hand cabinet on the west side of the room.; ie. grade reports, consulant sheets, degree plans. This information is confidential.

CORRESPONDENCE, CATALOGS, BROCHURES are stored in the third drawer of your file cabinet. If no file folder is set up, folders are in the top drawer of your cabinet.

FILE-NUMBERED stuff is to be stored in the second and third drawer of the instructor's file cabinet. A file-record is posted beside the file cabinet.

USED DUPLICATION MASTERS are stored 5th and 6th flat drawers in the "Normandie" just to the right of your desk.

STATIONARY AND SUPPLIES placed in or near the "File" Box should be stored in one of the following places:

4th drawer of the instructor's file cabinet: generally $8\frac{1}{2}$ x 11 stock, such as printed forms

Stationary box kept near the typewriter: letterhead, envelopes, carbon paper, ditto masters

Typing supplies go in the box below the typewriter

Cards, printed and otherwise, go in the 5 x 8 file box on top of the instructor's file cabinet

One other place to store supplies is the Normandie.

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Weekly Tasks

MONDAY OR TUESDAY: Check over the bulletin boards.

--Removed unauthorized and outdated materials
--Clean off outdated entries on plastic-coated cards
--Post new schedules and data that accumulates in the file box, marked "Post"; ask, if you're not sure where to put it
--Put up new posters; supply is located in left side of lower right cabinet on the west wall; use your own judgement as to what looks pretty

Scandinavian holidays--do these one or two weeks in advance--

1 May: Workers' Day in Iceland, Norway, Sweden
5 May: Liberation Day in Denmark, Finland, Sweden
17 May: Constitution Day in Norway
18 May: Danish Memorial Day
5 June: Danish Constitution Day
17 June: Icelandic Independence Day
24 June: Finnish Flag Day
6 December: Finnish Independence Day

--Post the appropriate holiday notice, using grease pencil and notice, stored in envelope back of the door on the Smorgasbord cabinet
--Prepare notice to run in the Faculty Information Bulletin and the Morning Gazzette
--Write a brief note to the instructor to do something

WEDNESDAY: Check for tests to be scored. Masters are in the top-center drawer of the Normandie. The scoring machine is in the Counseling Office. Instructions are on the Hopper Weight. Return scored tests to the instructor.

THURSDAY OR FRIDAY: Set up appointment sheets for the following week and post on the hall bulletin board. Check with the instructor to see if there are are any special entries to be made. Otherwise, here's the standard schedule of entries...

FIRST DAY OF THE TERM, Fall Winter, Spring...

7am--Initial Meeting
11am--Initial Meeting
2pm--Initial Meeting
If the first day is on a Monday, an additional meeting at 7pm
If the first day is on a Tuesday, Ed. 105 at 8am and 1pm
If the first day is on a Wednesday, Ed. 105 at 8am and 1pm, and additional meetings at 4pm, 5:30pm, and 7pm.
If the first day is on a Thursday, Ed. 105 at 8am and 1pm

MONDAY, Fall, Winter, Spring...

8am: Scheduled conference
1pm: Scheduled conference
7pm: Scheduled conference
2pm: Initial meeting

TUESDAY: Fall Winter Spring...

8am: Ed. 105 [omit after the 4th week of the term]
9am: Scheduled conference
11am: Scheduled conference
1pm: Ed. 105 [omit after the 4th week of the term]
2pm: Scheduled conference
X out after 3:30pm

WEDNESDAY: Fall, Winter, Spring...

8am: Ed. 105 [omit after the 4th week of the term]
10am: Scheduled conference
12noon: Scheduled conference
1pm: Ed. 105 [omit after the 4th week of the term]
4pm: Scheduled conference
5:30pm Scheduled conference
7:00pm: Initial Meeting
8:oopm: Scheduled conference

THURSDAY: Fall, Winter, Spring...

8am and 1pm: Ed. 105 [omit after the 4th week of the term]
X out after 3:30 pm

FRIDAY: Fall Winter, Spring...

Leave blank and X out after 3:30pm

The first three weeks of the term, Fall, Winter, Spring, the Thursday-Friday Schedule looks like this...

THURSDAY:	FRIDAY:
8am: Ed. 105	8am: Scheduled Conference
9am: Scheduled Conference	
	10am: Scheduled conference
11am: Scheduled conference	
1pm: Ed. 105	1pm: Scheduled conference
2pm: Scheduled conference	

with the time after 3:30pm Xed out.

DURING THE SUMMER TERM, THE SCHEDULE IS...

MONDAY AND WEDNESDAY:

10am: Scheduled conference
And time after 11:30am is Xed out

TUESDAY AND THURSDAY:

7:30am: Scheduled conference [squeeze in a top line]
And time after 11:30 is Xed out

No sheets are posted for Friday.

"Work" Box

LETTERS ALREADY TYPED: Make up an envelope and mail at business office.

LETTERS IN DRAFT FORM: Type on specificied letterhead with envelope; leave with instructor for signature. Don't make carbons, save the draft and file it.

SEALED LETTERS: Mail in business office.

BOOK ADVERTISING MARKED "LIF": Make out library request cards with the course indicated. Pages are usually dog-eared--check both sides. Staple cards to the ad and place in the library's box in the mail room. Library request cards are kept in the secretary's desk. If you begin running low, ask for a hundred at the library.

BOOK ADVERTISING--OTHER: This is for examination copies. If provided, use Business-reply cards included in the advertising. If no card is included, use the letter-form supplied by the bookstore. These forms are kept in the secretary's kesk; if you run low, ask for 50 copies at the Bookstore. They must be mailed back in College letterhead envelopes and require the instructor's signature.

Adoption dates called for are: "COntinuous-enrollment".

"Enrollment" figures are "25".

For course-numbers 251-255, use a title of "Individual Studies in ____", using the department name in the blank.

Address:

Walter A. Coole
Open Classroom
Skagit Valley College
Mt. Vernon, WA 98273

Appreviations for courses are thus...

Ø100: Philosophy 100: Introduction

M101: Mathematics 101: Intermediate Algebra
E105: Education 105: Learning Skills
E255: Individual Studies in Education
MM255: Mid Management 255: Individual Studies in Management

A complete listing of courses is given on the next page.

OPEN CLASSROOM

Evening Hours:

Monday --- 7-9 pm
Wednesday - 4-9 pm

Walter A. Coole, Instructor
Patricia M. Iversen, Manager

Community Volunteers:

John Larson
Hemlata Vasavoda
Vicki Parker

PHILOSOPHY PROGRAM

Philosophy 100: Introduction (5)
Philosophy 111: Informal Logic (3)
Philosophy 120: Formal Logic (5)
Philosophy 215: Ethics (5)

Individual Studies

OLEANNA MATH PROGRAM

Mathematics 1: Pre-algebra (3)
Mathematics 2: Basic Algebra I (3)
Mathematics 3: Basic Algebra II (3)
Mathematics 8: Plane Geometry (5)
Mathematics 101: Intermediate Algebra (5)
Mathematics 108: Probability and Statistics (5)
Mathematics 111: Functions and Relations (4)
Mathematics 112: Periodic Functions (4)
Mathematics 120: Analytic Geometry (4)
Mathematics 121: Differential Calculus (6)
Mathematics 122: Integral Calculus (6)
Mathematics 123: Combined Calculus (4)

Individual Studies

TIGER LEARNING SKILLS

Education 105: Learning Skills (2)

Individual Studies

TIGER TEACHING SKILLS

Education 251-255 (1-5) Individual studies in education for practicing teachers

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PROBLEMS AND PROJECTS IN MANAGEMENT

Midmanagement 251-255 (1-5) Individual studies in management for practicing managers, public and private

.....

Programs in development: consumer education, Scandinavian studies, ecology

BOARD OF TRUSTEES
NORMAN DAHLSTEDT, CHAIRMAN; BARNEY BEEKSMA; H. P. CREEL; DR. R. M. HOAG; MRS. WAYNE PETERS

Midterm Checklist

About halfway through the school term, you are expected, on your own initiative, to start several tasks. If you have difficulty, see the instructor.

BUG the instructor to set up completion-dates on next term's calendar. When this is done, wipe out posted completion dates and enter new ones.

BUG the instructor to turn in course schedules to the administration.

CHECK THE BOOKSTORE to see if any course syllabuses are to be ordered for the next term. For items needed, pull the appropriate duplication masters to be sent to the workroom.

REMIND THE BOOKSTORE to review inventories of textbooks and to order the appropriate number of copies.

INVENTORY THE INITIAL MEETING SHEETS and student-decision placement tests. Pull masters to be sent to the workroom.

INVENTORY STUDENT SURVEYS AND STUDENT OPINIONNAIRES. We should have about 200 copies of each on hand at mid-term or shortly after. Resupply is through the Dean of Instruction's secretary.

INVENTORY APPOINTMENT SHEET blanks. Mid-term supply should be about 170. Pull the duplication master to send to the workroom if needed.

INVENTORY AUDIO LIST (Cassette catalog). Mid-term supply should be about 100. BUG the instructor about revisions or additions before pulling masters for the workroom.

FOLLOW ALL THESE JOBS THROUGH UNTIL COMPLETED.

FIRST DAY OF TERM: Student Record Storage

The records in the Brown Book and the Mickey Mouse Book are now to be cleared out of the way before new records are stored. All of these are pulled and stored in the History Book. Stuff in the History Book are to be pulled and stored--use long brass brads to fasten them. You'll need to 3-hole punch stuff in the Brown Book. Ancient History is stored in the locked section of the lower left cabinet on the west wall.

Brown Book Contents

Ed. 105--Last term's completion listings
- Ed. 105A
- Ed. 105B
- Ed. 105CG

Philosophy--Last term's completion listings
- Day school listings
- Night school listings

Math--Last term's completion listings
- Day school listings
- Night school listings

Mickey Mouse Book Contents

This book has a divider for each program. For each program, contents are in the following order...

- Divider
- Independent study contracts--by student in alphabetic order, regardless of course number
- Student surveys--by student in alphabetic order regardless of course number
- Coaching contracts

At the end, there's a plastic pouch for add and drop cards. These are stored in alphabetic order by student name.

END OF TERM: Student Materials for Term Break

If there will be a coach on duty during the term break, we must have certain materials available to students that are normally stored in the library. These must be used in the Open Classroom suite and may NOT be taken home. This chore must be done on the last day of the term by the coach who will be on duty during the break; if this is impossible, then the student secretary must bring the stuff over.

The materials are:

Main Desk: Math tests--bring the whole collection in the case

Audiolab: Audiotutorial kits for Ed. 105, Phil. 111, Phil. 120

These materials must be returned on the last day of the break. Call the Library (ext. 111) in advance so that someone will meet you at the door. The last coach on duty should do this.

Between-term coaches should post their hours on the hall bulletin board at the beginning of the last week of the term. Give days of the week, dates, and hours.

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A CONTINUING NUISANCE: Add and Drop Cards
and Associated Clutter

Daily. Check the instructor's desk (metal box on the right side) for add and drop cards.

Add-Cards: Enter student name, date of entry, and phone number in the next-numbered line of the appropriate roll-sheet. Be careful to preserve the numbering. If no phone given, call the Registrar's office for the information. If there's no roll-sheet, insert notebook paper with course, credits, etc. at top.

Drop cards: Make one line through the student's name and "Dropped ----" giving the date on the right side of the page.

Monday, Tuesday and Wednesday: Check sign-in sheets and make an "X" in all un-initialled boxes for the day. Make a list--by course and section--of any student who's missed two weeks--without notice from the Counseling Office or a notation in the Brown Book. After the list has been reviewed by the instructor, it should be (1) used to drop students from the rolls (2) sent to the Registrar's Office to notify him of the action.

At the end of the first week of the term.

Check sign-in sheets against the Brown Book. Make a list, by course, then students in alphabetic order of students who haven't signed in (in a few cases, students will not be signed in for reasons annotated on the print-out--skip these). List phone numbers. Call ONCE the listed students and advise them (a) to sign in if they forgot to (b) of the next few initial meetings if they haven't arrived (c) to drop the course if they find it too difficult to get in and get started. Anyone who answers the phone is OK--a parent, roommate, neighbor, or the Sheriff. Don't attempt call backs, just leave the message.

Make a list of holdouts. This should be in two copies. It should include: (a) students whose phone numbers are outside the dialing area (b) students you couldn't raise (or whoever's at the phone didn't answer); group by course. One copy goes to the Registrar with a note that they haven't shown and will be dropped within a week if they don't. Save the second list.

At the end of the second week of the term. (First in the summer)

Check your retained list against the sign-in sheets and excuse-annotations in the Brown Book. Line out students thus accounted for. Line out remaining holdouts with the annotation "No-show, dropped---" on the right side of the page; give the date. Then send the list to the Registrar, telling him of the action

At the end of the fourth week of the term. (Second in the summer)

Check out late entries. All students who have enrolled since your first week's checkout should be scrutinized and phoned if they haven't signed in (or been excused.)

At the end of the term. We now must review drops for the Registrar in cases where the student is being financed. An asterisk ("*") is shown on the printout for these students. For each student who has been dropped, and whose name is marked with an asterisk, list...

Course number and section
Name, date dropped, reason
.
.
.

Reasons: Never showed up
Insufficient attendance
Insufficient work on course (this last you'll get from my annotations; I do that dropping)

A final nuisance. At unpredictable intervals, the Registrar sends odd-looking printouts that list adds and drops that have occurred since the beginning of the term. Make sure they square with our records; report uncorrectable discrepencies by phone to the Registrar's office. Watch for little asterisks to add to our records.

PHILOSOPHIC-HEURISTIC INSTRUCTION

The Philosophic-Heuristic Instruction program (PHI) provides for your learning by promoting the activity of philosophizing. This is characterized operationally by...

--preoccupation with foundations of belief and value

--sophisticated level of discourse: concepts, principles, and problem-solving

--frequent use of typical philosophic jargon and reference to individuals and movements within the tradition

You should be an average-to-bright student, pursuing academic, vocational, and self-development goals of your own choosing to enter the program. Generally, you are expected to be proficient in learning skills, English composition, and reading appropriate to college work.

The basic courses of the PHI program are:

TITLE	AVERAGE HOURS TO COMPLETE
Introduction to philosophy	165
Informal logic	100
Symbolic logic	165
Introduction to ethics	165
Career planning in philosophy	70

In addition to the basic course work, the Philosophic-Heuristic Instruction program has a growing selection of optional units by which you can extend your philosophical sophistication and pursue special topical interest. By completing 20% additional hours' work--concurrently or after the basic course--you can raise your grade for the basic course.

Additional work may be pursued as independent-study at the rate of 33 hours for one credit. Examples:

Coaching and study-group management
Developing new study units
Writing a research paper on a topic in philosophy
Inductive methods
Philosophy of science
Aesthetics
Historical studies

Oleanna Math Program

To mathematize is to reason in terms of quantitative concepts.

The Oleanna Math Program (OMP) was developed to help you attain mathematical proficiency and knowledge required by your choice of goals.

The OMP offers a complete sequence of standard mathematical subject-matter from pre-algebra through the calculus of differentials and integrals. A continually growing selection of optional projects is available to broaden your basic mathematical knowledge for skills or fun.

In all of its basic coursework and most of its optional projects, the OMP uses high-quality programmed textbooks as a method of choice most adapted to your needs. The basic courses of the Oleanna Math Program are:

TITLE	AVERAGE HOURS TO COMPLETE
High School	
Pre-Algebra	100
Basic Algebra, Part 1	100
Basic Algebra, Part 2	100
Plane Geometry*	165
General College	
Intermediate Algebra	165
Probability and Statistics*	165
Pre-Calculus	
Functions and Relations	132
Periodic Functions (Trigonometry)	132
Analytic Geometry	132
The Calculus	
Differentials and Derivatives	200
Integrals and Antiderivatives	200
The Combined Calculus	132

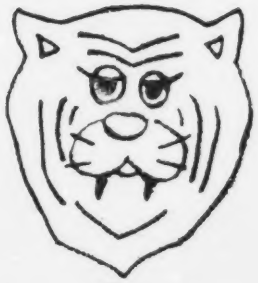
*With the exception of these two courses, the subject matter of basic courses is sequential. You will be tested to insure proper entry into the sequence.

In addition to the basic course, the Oleanna Math Program has a growing selection of optional units by which you can extend mathematical proficiency and learn of applications of basic principles. By completing 20% additional hours' work from these selections--concurrently or after the basic course--you can raise your grade for the basic course.

You may pursue additional work at the rate of 33 hours for one credit.

Examples:

Coaching
Slide Rule
Consumer mathematics
Map reading
Trigonometry appreciation
PERT
Number systems



Tiger
Learning Skills

LEARNING IS DEMOSTRATED BY A CHANGE IN A PERSON'S ESTABLISHED BEHAVIOR.

Examples: breaking a habit, developing new skills, acquiring variations on established patterns.

The Tiger Learning Skills (TLS) program was developed to promote your ability to acquire new skills, behaviors, and knowledge--in school or out.

It is you, the average-to-bright student, pursuing academic, vocational, or self-development goals, that the TLS program was developed. The Tiger Learning Skills program is not intended as a remedial program for badly-deprived students. It is assumed that, upon entering, you have:

--fluent use of the English language
--reading and writing skills to the standards of a high school graduage
--a desire to do well in school

And finally, we assume that you are willing to invest not less than 70 hours' hard work at acquiring the learning skills offered.

The TLS program uses a combination of audio-tutorial, group study, and individualized units to assist you toward your goal. Therefore, you should expect to spend most of the course's 70 hours working on campus.

The basic Tiger Learning Skills program consists of fourteen units; each deals with a skill or concept developed to have a strong influence on your chance of success. The units' titles are:

Following directiors
Effective listening
Effective note-taking
Academic rights and responsibilities
Relating coursework to career plans
Managing study time and space
Study tactics
Examinations and tests
Communications skills
Adjusting to Non-traditional learning methods
Study groups and seminars
The care and feeding of college professors
Getting your money's worth from the counseling office
References and study materials

In addition to the basic course, the Tiger Learning Skills program has a growing selection of optional units by which you can extend learning skills acquired in the basic course or needed for your special interests. By completing 14 hours' work from these selections--at the same time or after the basic course--you can raise your grade for the basic course.

Or you may pursue additional work at the rate of 33 hours for one credit.

Examples:

Coaching and study-group management
Developing new study units
Advanced listening skills
Prerequisites for college chemistry
Memory techniques
Advanced seminar techniques

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OTHER OPEN CLASSROOM LEARNING PROGRAMS

The following are somewhat less extensive in scope than the previously-described programs...

Tiger Teaching Skills. Teaching and learning are opposite sides of the same coin. If learning is considered to be change and growth in behavior, then teaching can be characterized as:

ASSISTING THE LEARNER TO CHANGE HIS BEHAVIOR IN MUTUALLY DESIRABLE WAYS

The Tiger Teaching Skills (TTS) program is intended to assist qualified teachers become master-teachers, experts in the practice of contemporary teaching techniques.

To qualify for entry into the TTS program, you must be:

(1) presently or previously employed as a teacher, administrator, or teaching aide

(2) genuinely interested in developing new professional techniques

The credits earned in the Tiger Teaching Skills program are frequently, but not always, accepted for salary advancement in school systems who consider professional training in salary-schedule placement.

As in other Open Classroom learning programs, your work will be credited at a rate of 33 clock hours per credit; our standards of quality in TTS are comparable to those of graduate schools.

In addition to a standard transcript, an anecdotal record of your specific accomplishments will be kept by the College for documenting your acheivements. Some of the topical skills of the TTS programs are:

Psychology of learning and teaching
Critical teaching skills
Principles of behavior modification
Management technique
Professional organizations
Decision-making
Interpersonal communication

Of particular interest to professionals in higher education is the GREENBOOK SYSTEM, a comprehensive, career-oriented program.

You should call, write, or visit the Open Classroom before registering for the Tiger Teaching Skills program.

Professional Management Program. The principles of management and its constituent concepts of planning, coordination, supervision, and evaluation are applicable to a wide variety of contexts:

public administration
business leadership

school management
church and service organizations

Are you employed in a position that involves management responsibilities? Do you wish to sharpen your professional skills? You may want to negotiate a learning contract with one of the Open Classroom faculty who have management training and experience. Some of the topics you can study are:

interpersonal communications
management by objectives
PERT
supervision
decision-making
conference techiques

In addition to providing a standard transcript for your work, the College will maintain anecdotal accounts of your learning achievements for your personal documentation needs.

LEARNING PROGRAMS UNDER DEVELOPMENT

In the near future, the following programs will be available for your use. If you'd like to participate in their development, we can use your help.

EEK: Enviornment-Ecology Knowledge
CUSP: Consumer Understanding for Self Protection
NIC: Nordic Interdisciplinary Culture

OPEN CLASSROOM SERVICES TO THE COMMUNITY

In addition to to learning programs, a number of activities are undertaken by the faculty, coaches, and students of the Open Classroom. Examples:

service on state commissions
consulting and lecture services to the District
faculty in-service training

THE OPEN CLASSROOM

Angst Hall, Room A-51

COURSE OFFERINGS AND CONFERENCE SCHEDULES

STUDENTS ENROLLING BEFORE CLASS: you are required to attend a meeting at your choice of: 7am, 11am or 1pm on the first day of classes.

THIS IS A CONTINUOUS-ENTRY PROGRAM. If you enroll on or after the first day of classes, you begin your work by meeting with the instructor the following Monday at 2pm or the following Wednesday, 7pm.

COURSES

Department/ Course Numbers	Course name	Credits	Other information
22 EDUC	*DEPARTMENT OF EDUCATION*		
105 A	Learning Skills	2	Meets 8 TWTh
105 B	Learning Skills	2	Meets 1 TWTh

"Tailor-made" courses can be constructed to develop special learning skills for students who have completed Educ. 105.

. . . . . .

47 MATH	*DEPARTMENT OF MATHEMATICS*		
1 C	Pre-algebra	3	]
2 C	Basic Algebra -- I	3	] High school credit
3 C	Basic Algebra -- II	3	] only
8 C	Plane Geometry	3	]
101 C	Intermediate Algebra	5	
108 C	Probability & Statistics	5	
111 C	Functions & Relations	4	] Pre-
112 C	Periodic Functions	4	] calculus
120 C	Analytic Geometry	4	] These courses deal with
121 C	Differential Calculus	6	] the same subjects as Math
122 C	Integral Calculus	6	] 124-126, 224, but in a
123 C	Advanced Calculus	4	] different order.

Special studies in mathematics may be available. If you're interested, see the instructor.

If you're not sure where to begin in mathematics, talk to a counselor before enrolling.

. . . . . .

OVER

54 PHIL *DEPARTMENT OF PHILOSOPHY*

100 A	Introduction to Philosophy	5	
111 A	Informal Logic	3	Suggested before Phil. 120.
120 A	Formal Logic	5	
215 A	Introduction to Ethics	5	

Intermediate and advanced studies of philosophy are available on request. See the instructor to design special courses for you before enrolling.

If you'd like to study philosophy as a member of a group, it's possible. Round up your friends and drop in to talk about it.

. . . . . .

Two small prefessional development programs are available:

Professional educators: an extensive collection of special projects to increase your teaching skills.

Professional managers: to increase your working performance.

Available only to students who are employed in these two fields.

Conference Schedule

Students enrolling in the Open Classroom courses described in this announcement are *required* to attend scheduled conferences.* Regardless of which course you're taking, you may choose among the following...

Time	*Days*
8 am	Monday & Friday
9 am	Tuesday & Thursday
10 am	Wednesday & Friday
11 am	Tuesday & Thursday
12 noon	Wednesday & Friday
1 pm	Monday & Friday
2 pm	Tuesday & Thursday
4-5:30 pm	Wednesday

or you may attend an evening conference (both) 7 Monday and 8 Wednesday.

*Except for Ed. 105, whose times are noted.

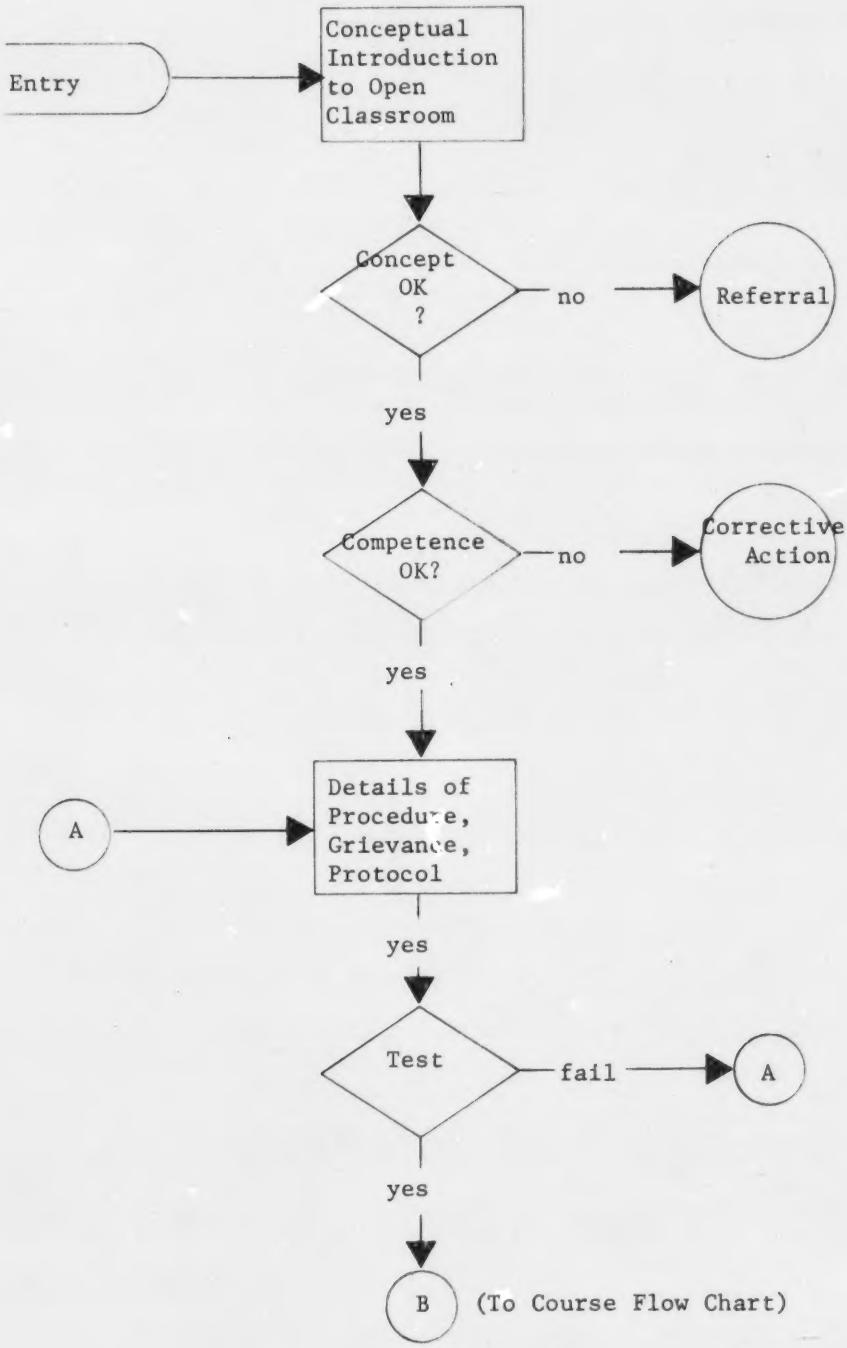
You may change conference hours later if you need to.

If you're taking two or more Open Classroom courses simultaneously, you may cover them at the same conference meetings.

Sometimes, the Open Classroom operates *on a limited basis* between regular school terms. If you'd like to participate, ask a counselor about current arrangements.

Instructor: *Coole* Community volunteers: *Avinger, Larson, Vasavada, Parker*

Student Entry to Open Classroom Program



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Open Classroom Course Flow

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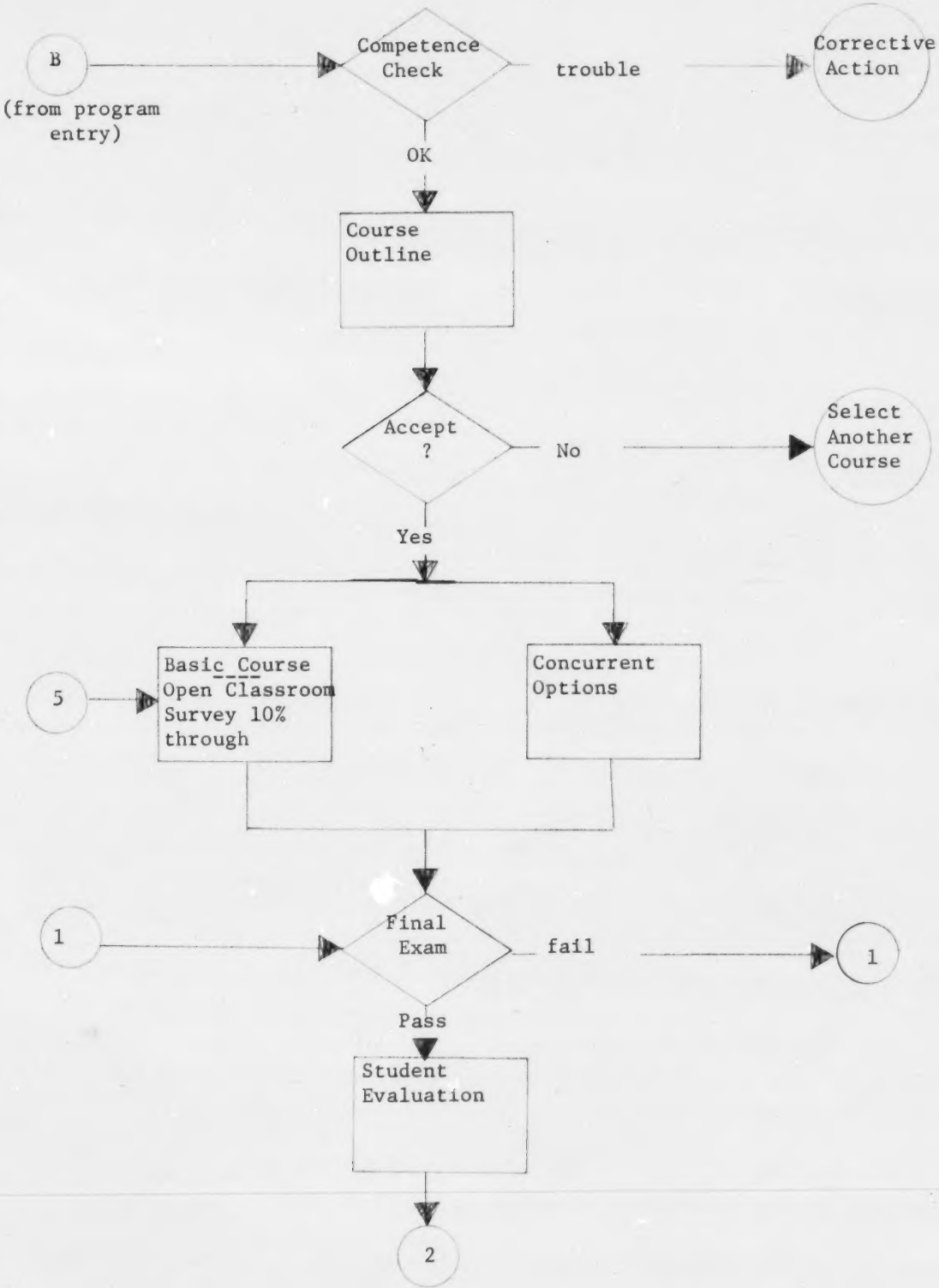
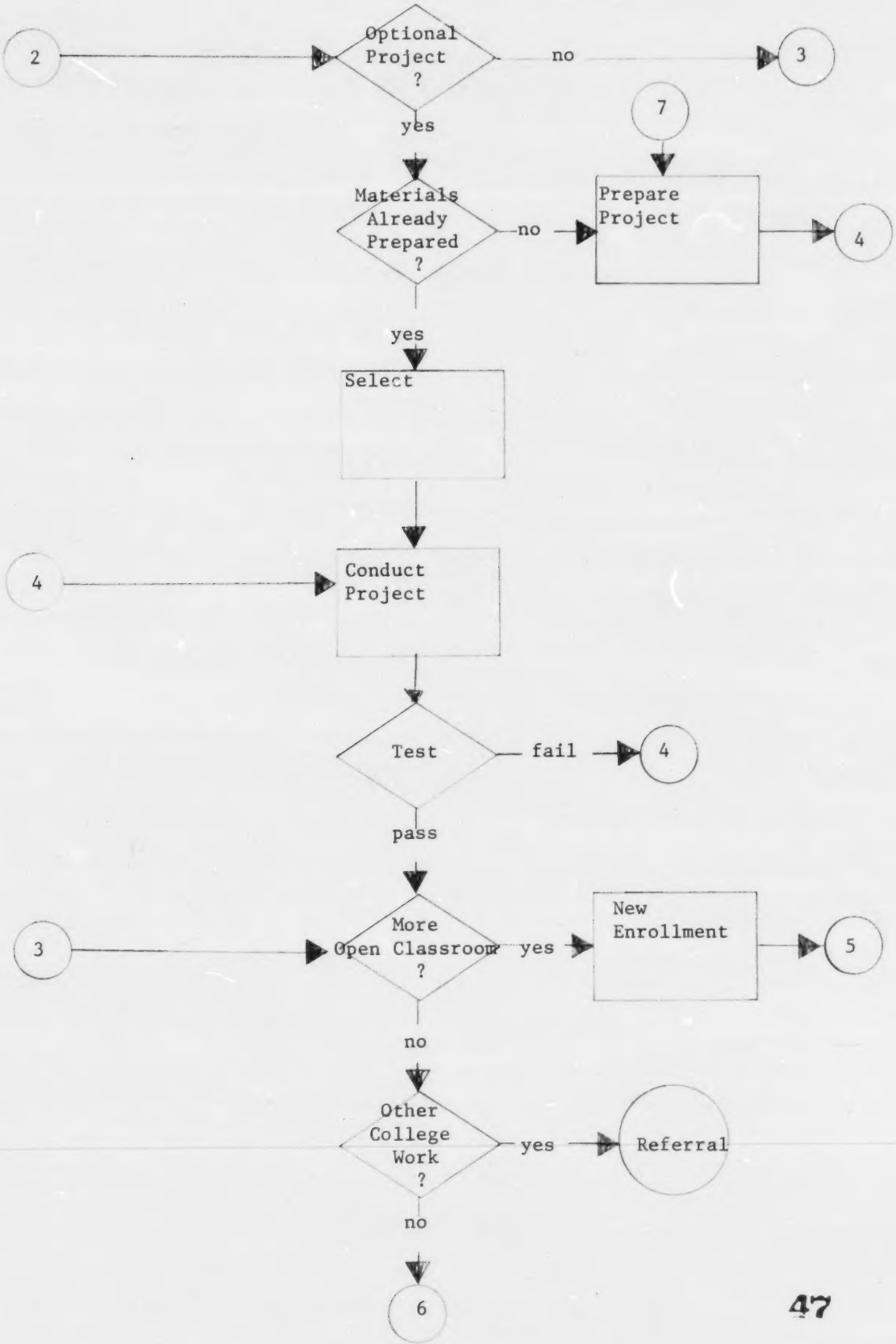
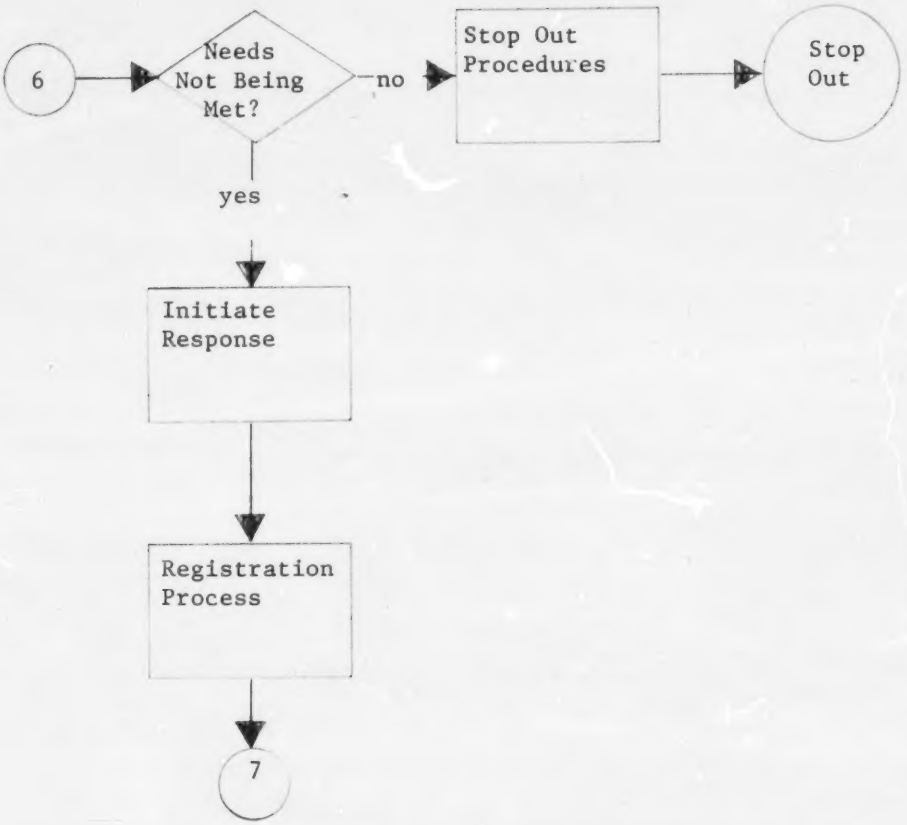


Open Classroom Course Flow (cont'd)



Open Classroom Course Flow (concl)



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NAME _____

OPEN CLASSROOM
STUDENT SURVEY

COURSE _____

To be completed by the student about 10% into the course. This survey will be used as a basis of a personal interview with the teacher.

ABOUT THE COURSE OBJECTIVES...

1. Do you feel that it is important for you to meet the course objectives?

Meeting the course objectives is totally irrelevant to me				*Meeting the objectives is highly desirable*	*I don't know what the objectives are*
1	*2*	*3*	*4*	*5*	*( )*

ARE YOU GETTING STARTED EASILY?

2. Do you feel adequately prepared for undertaking the course?

Totally unprepared		*I feel adequately prepared*		*I believe that I can meet the objectives now*	*I don't know how prepared I am*
1	*2*	*3*	*4*	*5*	*( )*

HOW ABOUT COURSE PROCEDURES?

3. Are you clear as to course procedures?

Completely confused		*Not clear, but I know how to procede for the moment*		*Completely clear*	*No comment*
1	*2*	*3*	*4*	*5*	*( )*

4. Have you had previous experience with a similar learning process?

( ) Yes ( ) No If you have, please circle the phrase which best describes the kind...*Open Classroom System-learning Audiotutorial*

Other _____

5. Can you suggest some changes for the first part of the course?

OVER

EVALUATION AND GRADING

6. Do you approve of the basis of grading as explained to you?

I feel that it is very unfair		*Acceptable*		*I approve strongly*	*I don't understand the grading*
1	*2*	*3*	*4*	*5*	*( )*

7. Can you suggest a better way to test your achievements in this course?

OTHER MATTERS...

8. Have you been able to keep up with your work so far?

( ) No ( ) Yes ( ) I'm ahead of schedule so far ( ) I haven't tried

9. Please estimate the amount of time (in hours) spent on the course in the first week

_____ hours

ABOUT THE INSTRUCTOR, PERSONALLY...

10. Has the instructor been available when you needed help?

Seldom		*Most of the time*		*Always*	*I haven't really needed him*
1	*2*	*3*	*4*	*5*	*( )*

11. Please complete the following statement...

The instructor could do a better job if...

Or check here *( ) Everything is fine. Don't change anything*

OTHER COMMENTS YOU'D LIKE TO SEE SOME ACTION ON...

NAME_____

OPEN CLASSROOM
STUDENT
OPINIONNAIRE

COURSE_____

To be completed by the student at the end of each course. This opinnionaire will not be seen by the instructor. The statistical summary of results and a transcription of comments will be used to improve instruction for future students. The results will also be applicable to the teacher's salary.

ABOUT THE COURSE OBJECTIVES...

1. Do you feel that meeting the course objectives has been a significant accomplishment for you?

Meeting tne course objectives was totally irrelevant 1 2 3 4 *Meeting the objectives was highly desirable* 5 *I didn't know what the course objectives were* ( )

WERE YOU STARTED IN THE RIGHT PLACE?

2. Just before or after the course began, you should have been screened for readiness. Do you now feel that you were adequately prepared for the course?

Totally unprepared 1 2 *I had adequate background for this course* 3 4 *I already knew part of the course content* 5 *I don't know* ( )

3. Who advised you about taking the course? ( ) *Instructor* ( ) *Friend*

( ) *Counsellor* ( ) *Faculty advisor* *Other* _____

Was the advice sound? ( ) *Yes* ( ) *No* ( ) *Comment...*

HOW WERE THE COURSE PROCEDURES?

4. Once you got the hang of it, was the learning process given for completing the course clear?

I had to keep asking for help all through the course 1 2 3 4 *I encountered little difficulty* 5 *I didn't follow the course outline* ( )

5. What changes can you suggest for improving course procedures?

EVALUATION AND GRADING

6. Was the basis of grading what the instructor lead you to expect?

Completely different				*Exactly what I was lead to expect*	*I never understoood the grading*
1	*2*	*3*	*4*	*5*	*( )*

7. Were the final evaluation procedures a fair test of your having met the course objectives?

Totally unrelated to the objectives		*Partly related*		*A completely natural test of my knowledge*	*No opinion*
1	*2*	*3*	*4*	*5*	*( )*

SOME OTHER MATTERS...

8. Please give your opinion of the following... (Check more than one space if applicable.)

Rating	Textbooks	Library references (books & periodicals)	Audiotapes	Films
Unsatisfactory	[ ]	[ ]	[ ]	[ ]
Satisfactory	[ ]	[ ]	[ ]	[ ]
Excellent	[ ]	[ ]	[ ]	[ ]
Not used in my course	[ ]	[ ]	[ ]	[ ]
Inconvenient	[ ]	[ ]	[ ]	[ ]
Available, but I didn't use them	[ ]	[ ]	[ ]	[ ]

9. The classrooms and laboratories were...

Poor		*Barely acceptable*		*Excellent*	*No Opinion*
1	*2*	*3*	*4*	*5*	*( )*

10. The pace set for the course was...

Too easy		*Challenging, but possible to maintain*		*Impossible to maintain*	*Not applicable*
1	*2*	*3*	*4*	*5*	*( )*

11 Did (or will) you undertake any optional projects?

( ) No ( ) Yes ( ) Not offered

ABOUT THE INSTRUCTOR PERSONALLY...

12. Did the instructor appear to listen closely to you when you discussed your difficulties, special needs, interests, and discoveries?

Completely tuned out on me		*Did listen, but didn't respond very effectively*		*Listened attentatively and responded helpfully*	*No need for individual attention*
1	*2*	*3*	*4*	*5*	*( )*

13. Please check the rating you think most fairly represents your instructor as a ...

	Poor	*Acceptable*	*Excellent*	*No observation*
Tutor/coach	[ ]	[ ]	[ ]	[ ]
Resource person	[ ]	[ ]	[ ]	[ ]
Lecturer	[ ]	[ ]	[ ]	[ ]
Example	[ ]	[ ]	[ ]	[ ]
Manager	[ ]	[ ]	[ ]	[ ]

14. Your suggestions for improving the course...

15. Your instructor's weakest points...

16. Your instructor's strong points...

17. Your feelings about the method used in this course...

Initial Meeting ~

Your objectives in this meeting are: (1) to decide whether you are mature and self-reliant enough to handle adult learning methods (2) to learn how you will procede through your course of study (3) to get started on your coursework.

Your instructor is working with _____ students in _____ different courses--all at the same time. All of these courses are set up for continuous completion and enrollment. Obviously, we won't be using traditional methods and _____ may have to accustom yourself to new ways of learning. Basically, the Oleanna Math Program uses programmed textbooks and tutorials: face-to-face individual attention by _____ and the _____.

Of those students who enroll in the Oleanna Math Program, about _____% complete their course of study within the standard _____ weeks. Of those who don't,

- —some must sign up for the course subsequently and take extra time to attain a grade of at least "B"
- —some find that they don't want or need the course
- —some must drop because of outside problems
- —but most are simply too immature to manage themselves

Only two grades are given for course-completions:

___ indicates that the student has completed all the work required and has scored an acceptable grade on the final examination

___ signifies that the student has, in addition: acted as a coach for five hours a week for one term or completed 35 hours' work on a selection of optional projects (if you're interested, ask about this during your first scheduled conference); if you cannot complete an "A" project during the current term, you may do so the following term—you needn't re-register to convert a "B" into an "A" in this case, but you must have begun during this term.

Your final examination will be a multiple-choice test. You are expected to score high on it in order to pass. Final examinations may not be taken until you have _____. You may take the final examination during a scheduled conference period or by appointment. If you don't pass it, you may re-take it.

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You are required to set up a schedule for unit completions in your course syllabus and stay on that schedule throughout the course. You are also required to attend scheduled conferences _____ a week. If you fall behind schedule in your work or your instructor becomes restive, you will be _____. To continue recieving help in the course or take the final examination, you must:

—discuss the problem that led to your being dropped with a counselor
—re-register for the course with the Registrar

You will be asked for slips from both the counseling office and the Registrar before proceding any furthur.

The course of study belongs to (circle one) the student the teacher
Who is responsible for the learning process? _____
Your instructor has strong reasons for wanting you to complete the course as soon as possible, whether he likes you personally or not.

You should not think of this course as a "class". If you don't sit in lectures, how will you learn?

By methods that are (circle one) crazy experiments of an eccentric teacher

alternative methods that have proven to work more effectively than "conventional practices"

Routine communications—

Bulletin boards in the _____ and in the learning laboratory, _____

You may make appointments with the instructor by using the appointment sheets located on the _____

The instructor is on campus daily _____ through _____ during normal working hours (8-4) , and most Fridays. (Occasional travel on Fridays.) Evenings: _____ from____ to _____ and _____ from____ until_____. To locate the instructor, you may try checking messages left _____. This is usually accurate, but ambushes do occur.

At scheduled conferences, you must bring your course syllabus (kept up to date) and your textbooks. Begin the conference hour by signing in and reporting unit-completions. You are required to remain for the full hour. Part of the time spent during the conference period may be spent studying.

Lectures are advertised on the bulletin board. Who assigns the topic and time? (Circle one.) The students The teacher

Coaches' schedules are posted on the _____.

Before you leave, select the conference hour of your choice and sign for it on the bulletin board in the learning laboratory.

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SPECIAL INSTRUCTIONS FOR STUDENTS BEGINNING AN OPEN CLASSROOM COURSE AFTER THE FIRST DAY OF THE TERM

Only the items checked apply to you. Ignore items not checked. Ask about anything not clear to you. Keep this sheet; bring it with you when conferring with the instruction.

[ ] Your scheduled conference hour is (once, twice) weekly _____ at ____ . Attendance is required. Sign up on the posted conference sheet before you leave.

[ ] You should appear at any of the scheduled conference periods *at least once a week*. You are not required to sign in.

[ ] You should call in for conferences weekly _____ between ____ and _____. You will be "broadcasting" over a telephone amplifier and your conversation will be heard throughout the room. Be prepared to recite, according to the "Protocols of Bourbaki". Call 424-1031, ext. 143.

[ ] You should complete the process of familiarization with the Open Classroom by working your way through the kits listed on the GREEN card on the lower right panel of the cabinets on the west wall of the Open Classroom. Cassette players are available. Do not wait for someone to tell you how or when.

[ ] You are expected to work to the completion schedule posted near your sign-in sheet. Enter the dates in your syllabus.

[ ] You are expected to meet the following completion schedule:

Final exam _____

Unit I _____ Unit IV_____

Unit II _____ Unit V _____ _____

Unit III_____ Enter these dates in your syllabus.

[ ] Your course registration should be changed. DROP:_____ ADD:_____

[ ] You should see the Veterans' Administration advisor....
[ ] to certify a high school level course
[ ] to verify the scheduling of your course
[ ] _____

_____

[ ] You should return to the Open Classroom _____

[ ] You should see (a counselor, faculty advisor, Registrar) about...

_____

[ ]_____

_____

_____

_____

SPECIAL INSTRUCTIONS FOR STUDENTS GETTING A HEAD START ON NEXT TERM

Only the items checked apply to you. Ignore items not checked. Ask about anything not clear to you. Keep this sheet. Bring it with you when conferring with the instructor.

[ ] You are invited to attend any of the remaining scheduled conference periods for the remainder of this term.

[ ] You should complete the familiarization process defined on the bulletin board.

[ ] You should sign up for a conference period on the first day of the term. You needn't attend an initial meeting period on that day.

[ ] Your course registration should be changed. Drop: _____ Add: _____

[ ] You should enroll in _____. Time: _____

[ ] You should see the Veterans' Administration advisor...
- [ ] to certify a high school level course
- [ ] to verify the scheduling of your course
- [ ] _____

[ ] You should see (a counselor, faculty advisor, Registrar) about

_____

[ ] You are expected to meet
- [ ] the schedule posted on the bulletin board
- [ ] the following schedule

Final examination _____

Unit I _____ Unit IV _____

Unit II _____ Unit V _____

Unit III _____ Enter these dates on your syllabus.

[ ] You should return to the Open Classroom _____.

[ ] _____

_____

_____

_____

_____

_____

_____

SPECIAL COMMENTS FOR STUDENTS WORKING ON COURSES BETWEEN TERMS

Only the items checked apply to you. Ignore items not checked. Keep this sheet with the course materials.

[ ] You are (enrolled, not enrolled) for _____.

[ ] You are expected to be in the Open Classroom at the following times:

_____

whether or not the instructor is there.

[ ] You may call or visit the instructor at home at reasonable hours.

_____

[ ] As a preliminary, and condition of this project, you are expected to

_____ by _____.

[ ] Your completion schedule for next term is posted in the Open Classroom.

[ ] You should see the Veterans' Administration advisor about:
- [ ] High school verification
- [ ] Special enrollment
- [ ] Scheduling

[ ] You should return to the Open Classroom _____.

[ ] Your name will be turned in to the front office for access to a key to the room.

[ ] You are expected to...[ ] act as (coach, secretary
- [ ] perform the following tasks...

_____

_____

_____

[ ] _____

_____

_____

_____

_____

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Tour of the Skagit Valley College Open Classroom
by
Walter A. Coole

I. Start at door, facing outward, north.

Stop and ask questions about anything unclear.

II. Hallway bulletin board

A. General--check frequently.

B. Appointment sheets

C. Conversation pieces

D. Films on campus

III. Cabinets

A. Labeled by course

B. Opening -- left door

C. In-out-hold ("Designated place")

D. Grading and return-time

E. Don't put stuff on my desk--clutter.

IV. Open Classroom

A. Inside door and left--pencil sharpener
Light switch--save electricity

B. Creature comforts--bring coffee, lunch--clean up litter
and ashtrays.

C. File cabinet--locator

D. My desk - typewriter - phone - you can use; please answer
Don't turn in stuff here.

E. Bookshelf - References

Policy Manual

Battery charger

Electric eraser for P/T erasures
(writing must!)

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F. Appointment book

G. Chair-stack

H. Secretary's desk

I. The "Normandy" and the big red thing
   1. 0 Department notes
   2. Math coach notes
   3. About Lecture custom
      --You name it--timed subjects
      --If I can't, I'll admit it
      --Announcement on hall bulletin board
   4. Periodicals
      a. Leisure - Vancouver
      b. J S L
      c. C. S. Peirce Society
      d. _eta Philosophy
   5. Student rights statement

J. Reference dictionary -- answers many questions.

K. Now proceed to program cabinets and bulletin boards -- ask to go through all.

   Why? Open Classroom is casual, friendly; a place to "hang around." Students must help each other. If in need, ask. Offer help to others.

L. Learning Skills -- (Program description)
   1. Upper left (open it) course materials -- others in hallway -- (rehearse)
   2. Lower left (open it) college catalogs and materials for career planning - philosophy majors.
   3. Bulletin board -- sign-in sheets -- initial under date . "x-out" twice and you're dropped
      If can't make it, call the counseling office about it -- not the instructor.
      Change of schedule.

--completion-sheets - date

--coaching

--errata

--locked doors obviously mean "keep out."

4. Completion schedule - must stay on - another term.

M. Oleanna Math Program - (program description)

1. Upper left (open it) --References and standard materials.

2. Lower Left (open it) - Smorgasboard (description)

A. projects

B. special courses listed in notebook

-- mapping units - Basic
Advanced
Trig appreciation

3. Bulletin Board

-- Sign-in sheets - initialing under date
"X-out" twice and you're dropped - if you can't make it, call the counselling office --change of schedule--completion

-- coaching

-- errata

4. Completion schedule--must stay on another term

N. Philosophy -- (Program description)

1. Upper left (open it) Introduction to Ethics -- references and frequently used books -- anthology file.

2. Lower left (open it) - Logic---references
correct answers for homework

continuation of anthology file

3. Bulletin Board

--sign-in sheets--initialling under date

--"x-out" twice and you're dropped;

--if you can't make it, call the counselling office

--change of schedule

--completion

--coaching

--errata

4. Completion schedule--must stay on--other than term

O. Final Bulletin Board--Miscellaneous stuff in cabinets --Professional education and management programs and my personal junk--please stay out.

--Miscellaneous stuff that may interest you.

--for instance, my student ratings. You'll be asked to complete one after final and turn it in to the front office

P. Punch, stapler and tape

Gripe book

Coaches -- need, see instructor

Q. You have now had the grand tour of the Open Classroom

This suite of rooms is available to you any time. Your instructor's major duty is tutoring you; student coaches and secretary are also available.

Please help take care of facilities and conserve lights.

R. Wind up tape and return to package.

Ask!

Print your name here	Course number	Study group if any...	Ø 100 Topic	Attend scheduled conferences on these dates. Write your initials in the space provided.											
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															
15.															

Weekly Scheduled Day of Conference Week _____ Hour _____

Please print your name at the beginning of the course	Study Group Leader (if assigned)	Attend scheduled conferences on these dates. Write your initials in the space provided at the beginning of each conference period.														
1.																
2.																
3.																
4.																
5.																
6.																
7.																
8.																
9.																
10.																
11.																
12.																
13.																
14.																
15.																

Education 105 - Learning Skills

Weekly Scheduled Day of Conference Week _____ Hour _____

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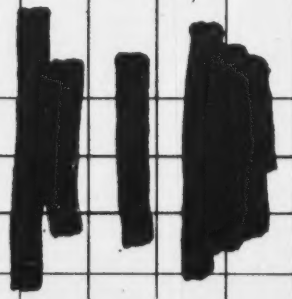
Print your name here	Write your course number here	When you complete each unit, write the date				Attend scheduled conferences on these dates. Write your initials in the space provided.
		I	II	III	IV	
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						



Oleanna Math Program

Weekly Scheduled Day of Conference Week _____ Hour _____